

St Thomas More Catholic Primary School

Pupil premium strategy statement - 2025-2028



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Thomas More Catholic Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Katie Turner
Pupil premium lead	Katie Turner
Governor / Trustee lead	Rosemary Dix

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Recovery premium funding allocation this academic year	£ 0.00 none at present
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,050

Part A: Pupil premium strategy plan

Statement of intent

Context:

St Thomas More Catholic Primary School serves a diverse community, with cohort characteristics that shape our strategic approach to raising achievement for all pupils.

The school currently consists of 54% boys and 45% girls, which is notably high proportions of pupils from minority backgrounds, as 47% are EAL learners. We are a stable school community, with 81% of pupils classed as 'homegrown', having joined in Reception and remained with us throughout. A significant proportion of the cohort presents additional learning needs: 25% of pupils are identified with SEND, including 19% receiving SEND support and 6% with EHCP's. Needs are varied but dominated by SEMH (Social, Emotional and Mental Health) and SLCN (Speech, Language and Communication Needs), both of which present key barriers that disproportionately affect pupil premium children.

Attendance across the school sits broadly in line with national, demonstrating strong engagement from families, however, persistent absence at 12% remains a challenge and disproportionately affects disadvantaged pupils. This context shapes the school's pupil premium strategy, which priorities high quality teaching, targeted intervention and wider pastoral and family support measures, including attendance support.

Our intent is to ensure that all disadvantaged pupils – particularly those with additional needs or language barriers – receive academic, social, emotional and cultural support required to enable them to thrive and achieve in line with their peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
PP1 Complex needs across the school.	As a school in an area of the high deprivation, many of our pupil premium children face complex barriers such as poverty, low attendance and social, emotional and mental health needs. Family circumstances can affect engagement and consistency, while widespread need places pressure on staff capacity and resources.
PP2 Reception children enter with below age-related expectations	Many pupils enter Reception with skills well below age-related expectations, particularly in speech and language and early communication. This means the school must provide intensive early support to close gaps and establish strong foundations for learning.
PP3 Attainment in Reading is below national expectations	Attainment in reading is below national expectations, with many pupils struggling to develop secure phonics knowledge, fluency, and comprehension skills. Limited early language exposure and low levels of reading confidence contribute to slow progress, particularly among disadvantaged pupils. This impacts access to the wider curriculum and overall academic achievement, requiring targeted support and consistently high-quality teaching to close the gap and foster a strong reading culture across the school.
PP4 Attainment in Writing is below national expectations	Attainment in writing is below national expectations, with many pupils not achieving the foundations of writing. Weakness in spelling, handwriting contribute to limited progress, particularly for disadvantaged pupils. Vocabulary gaps and low confidence in extended writing further impacts outcomes across the curriculum.
PP5 Attainment in Maths is below national expectations	Attainment in Maths is below national expectations. Gaps in their foundational knowledge and low confidence in reasoning task particularly affect disadvantaged pupils. These challenges restrict access to more complex concepts and wider curriculum learning.
PP6 Children with combination of PP, SEND	Some of our pupil premium children also have SEND, creating complex barriers to learning. They often require highly individualised support, and progress can be slower due to a combination of learning, social, and emotional needs.
PP7 Children with combination of PP, EAL	Several pupils also have English as an Additional Language, which can create barriers to learning and progress. Most are working below age related

PP8 Higher suspensions and behaviours issues with disadvantaged children over non.	Pupil premium children experience a higher number of behaviours incidents compared to their peers, often linked to underlying social, emotional and mental health needs, low self esteem or external factors such as home or community challenges. These incidents interrupt learning and affect academic progress.
PP9 Poor Attendance and persistent absence	Attendance remains a challenge with some pupils, particularly those eligible for pupil premium, falling below expected levels, which impacts progress and access to the full curriculum.
PP10 Low levels of parental engagement	The school faces ongoing challenges with parental engagement, particularly among families of Pupil Premium children. Some parents have limited time, experiences or confidence to support learning at home, while others face barriers such as language, work commitments or negative past experiences with education.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Our ultimate aim is to ensure that all pupils leaving St Thomas More Catholic Primary School are secondary school ready. Like all schools, we strive to diminish the gap between our disadvantaged pupils and non-disadvantaged pupils and ensure all our pupils are exposed to rich and diverse experiences.

Intended outcome	Success criteria
PP1 Children with complex needs, particularly Pupil Premium, make progress, improve wellbeing and fully access learning with targeted support	- Pupils make measurable academic progress from their starting points - Pupils show improved social, emotional and mental health - Attendance and engagement in school activities increase - Pupils can access the curriculum with appropriate support - Families are actively involved in supporting learning and well being
PP2 Reception children who start below age related expectations make strong progress and achieve age-appropriate outcomes	- Pupils make accelerated progress in early language, communication, literacy and numeracy - Gaps in early phonics, number sense and fine motor skills are closed - Children demonstrate increased confidence, curiosity and independent learning - Targeted, play based interventions are applied consistently and monitored for impact
PP3 Children make strong progress in reading and achieve age related expectations	- Children make accelerated progress in phonics, fluency and comprehension - Reading gaps are identified early and addressed through targeted support - Pupils read regularly at school and at home, developing confidence and enjoyment
PP4 Children make strong progress in Writing and achieve age related expectations	- Pupils make accelerated progress in spelling, grammar, punctuation and composition - Gaps in writing are identified early and addressed through targeted support - Pupils have regular opportunities to write across a range of purposes and subjects - Writing progress is monitored termly to ensure pupils reach age related expectations - Foundational knowledge and skills are achieved in Early Years
PP5 Children make strong progress in Maths and achieve age related expectations	- Pupils make accelerated progress in number. Calculations and problem-solving skills - Gaps in mathematical understanding are identified early and addressed through targeted support - Pupils have regular opportunities to apply maths across a range of contexts - Progress is monitored termly to ensure pupils reach age related expectations
PP6 Children with combination of PP, SEND make accelerated progress from their individual starting points so the gap between them and non-disadvantaged peers narrows over time.	- PP/SEND pupils demonstrate measurable progress in core subjects, with tracking showing accelerated rates compared to previous years. - My Plans and interventions are implemented consistently, with clear evidence of impact in pupils work and assessment records. - Improved engagement, attendance and readiness to learn with evidence through CPOMS, pupil voice and related barriers.

	The attainment gap between PP/SEND pupils and peers e=reduces, this is reflected in internal data and end of year outcomes.
PP7 Children with combination of PP, EAL needs develop rapid language acquisition and secure core skills so they can access the full curriculum and achieve in line with peers.	- Accelerated progress in early language, evidenced through EAL assessments and teacher observations. - Improved attainment in reading, writing and oracy, with pupils meeting personalised milestones. - Consistent use of targeted language support strategies in classrooms, demonstrated through learning walks and pupil work. - Increased confidence and participation in classroom dialogue, captured through pupil voice and observed engagement.
PP8 Disadvantaged pupils demonstrate improved behaviour and self-regulation, resulting in reduced suspensions and closing the behaviour gap between them and non-disadvantaged peers.	- A sustained reduction in suspensions for disadvantaged pupils compared to previous years. - Fewer behaviour incidents recorded, with disadvantaged pupils showing improved self-regulation and adherence to school expectations - Improved engagement in learning - Pupil and parent voice indicated improvement wellbeing and relationships
PP9 Disadvantaged pupils show improved attendance and reduce persistent absence so that their attendance is at least in line with, or improving towards, that of non-disadvantaged peers.	- Improve overall attendance rates for disadvantaged pupils compared with previous years - A reduction in persistent absence, with fewer disadvantaged pupils falling below the 90% threshold. - Timely and consistent attendance interventions in place - Increased parental engagement
PP10 Disadvantaged pupil's families engage more consistently and meaningfully with the school, supporting their child's learning, wellbeing, and progress both at home and in school.	- Increased attendance at parent meetings, workshops and school events - High levels of communication and responsiveness - Improved involvement in learning at home, shown through reading records, homework completion and parental feedback. - Parent voice indicates increased confidence, trust and partnership with the school.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

First Quality Teaching and Curriculum

Budgeted cost: £ : £53,025

Activity	Evidence that supports this approach
PP1 – Complex needs across the school. PP1A - Leaders implement a more rigorous and systematic approach to early identification and action which embeds a Plan, Do, Review approach. This more focused approach contributes to improved pupil outcomes. HT (Pupil Progress Meetings)	PP1A – Leaders implement a systematic Plan, Do, Review approach - EEF SEND guidance: Recommends embedding structured cycles like Assess, Plan, Do, Review to ensure interventions are purposeful, monitored, and adapted. - EEF Implementation guidance: Stresses the importance of iterative monitoring — planning carefully, delivering consistently, and reviewing impact before adapting. This aligns directly with your use of pupil progress meetings. - DfE SEND Code of Practice: The statutory framework also requires schools to use the Assess, Plan, Do, Review cycle for pupils with SEND. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

PP2 - Reception children who start below age related expectations make strong progress and achieve age-appropriate outcomes.

PP2A – Baseline assessments and review in Term 1 **SC/LD**
(School EYFS Baseline)

PP2B – Conduct Reception and Preschool home visits to gather key developmental information.
SC/LD
(Home Visit Template)

PP2C – Deliver Wellcomm screening for Reception pupils to identify early speech, language and communication needs.
CJ
(Wellcomm screener)

PP2D – Ensure the Strong Foundations and Development Matters frameworks are embedded consistently in Early Years **HT/SC/LD**
(Strong Foundations/Development Matters)

PP2E – Ensure continuous provision is intentionally planned and adapted to meet both class and individual needs. **SC/LD**
(Baseline and assessment points/Pupil Progress)

PP2A – Baseline assessments and review in Term 1

- **EEF link:** Early assessment aligns with the *EEF Early Years Toolkit – Early Literacy and Early Numeracy* strands, which stress the importance of identifying gaps early and planning targeted interventions.
- **DfE EYFS Baseline:** Statutory baseline assessments provide a benchmark for progress monitoring.

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy>
<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy>
<https://www.gov.uk/government/publications/reception-baseline-assessment>

PP2B – Home visits to gather developmental information

- **EEF link:** The *Working with Parents to Support Children's Learning* guidance shows that strong parent-school relationships improve outcomes, especially when schools gather developmental information early.
- **Research link:** Home visits are widely evidenced (DfE, Ofsted) as effective for building trust and contextualising provision.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>

PP2C – Wellcomm screening for speech, language and communication

- **EEF link:** The *Communication and Language* strand of the Early Years Toolkit highlights that early identification of SLCN (speech, language, communication needs) is critical for later attainment.
- **Wellcomm research:** The Wellcomm toolkit is endorsed by NHS and widely used to identify and support early language needs.

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language>
<https://www.gl-assessment.co.uk/products/wellcomm>

PP2D – Embedding Strong Foundations and Development Matters

- **EEF link:** Embedding structured frameworks aligns with EEF's *Implementation Guidance Report*, ensuring consistency and fidelity in practice.
- **DfE link:** *Development Matters* is the non-statutory guidance underpinning EYFS curriculum design.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>
<https://www.gov.uk/government/publications/development-matters--2>
<https://foundationyears.org.uk/strong-foundations>

PP2E – Continuous provision planned and adapted

- **EEF link:** The *EEF Early Years Toolkit – Play-based Learning* and *Early Literacy* strands emphasise intentional planning of continuous provision to meet both class and individual needs.
- **Research link:** Ofsted's *Best Start in Life* report highlights that well-planned continuous provision supports progress for disadvantaged pupils.

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning>
<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-y-years>

PP3 - Attainment in Reading is below national expectations

PP3A – Deliver daily, high fidelity phonics teaching in EYFS and KS1 using systematic phonics programme, ensuring disadvantaged pupils receive immediate keep up sessions to secure early word reading HT/LD (Mangotsfield Support) PP3B – Ensure PP pupils have access to matched decodable books and high-quality texts, supported by regular monitoring of reading at school HT/KC (Barrington Stokes KS2) (Home Readers/ Read with me) PP3C – Provide daily high-quality story time across the school, exposing disadvantaged pupils to rich vocabulary, repeated texts and modelled fluency to strengthen language and comprehension HT/KC (Book Talk) (Text based Curriculum)	PP3A – Daily high-fidelity phonics teaching with immediate keep-up sessions • EEF link: The Phonics strand in the EEF Teaching and Learning Toolkit shows strong evidence that systematic phonics teaching has a high impact on early reading, especially for disadvantaged pupils. • DfE link: Statutory guidance requires schools to use validated systematic synthetic phonics programmes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme PP3B – Access to matched decodable books and high-quality texts • EEF link: The KS1 Literacy guidance emphasises that pupils should practise reading with books that are closely matched to their phonics knowledge. • EEF KS2 guidance: Highlights the importance of exposure to high-quality texts to develop comprehension and motivation. • Barrington Stoke research: Barrington Stoke publishes accessible, high-quality texts designed to support struggling and disadvantaged readers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://www.barringtonstoke.co.uk PP3C – Daily high-quality story time to strengthen vocabulary and comprehension • EEF link: The <i>Oral Language Interventions</i> strand of the Teaching and Learning Toolkit shows that structured story time, repeated texts, and rich vocabulary exposure have a positive impact on language development and reading comprehension. • EEF KS2 Literacy guidance: Recommends regular opportunities for pupils to hear texts read aloud with fluency and expression. • Research link: Ofsted's <i>Reading by Six</i> and <i>Education Inspection Framework</i> highlight the importance of daily story time for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://www.gov.uk/government/publications/reading-by-six-how-the-best-schools-do-it
PP4 - Attainment in Writing is below national expectations	
PP4A – Embed a new Writing curriculum with clear progression in transcription and composition, ensuring disadvantaged pupils receive explicit teaching of vocabulary, handwriting, sentence structure and spelling. NC/HT (Writing Curriculum) PP4B – Provide small group targeted writing interventions for PP pupils, focusing on gaps identified through assessment, particularly spelling and handwriting NC (Kinetic Letters, Magic Spell)	PP4A – Embed a new Writing curriculum with clear progression • EEF link: The KS1 and KS2 Literacy guidance highlight the need for a balanced approach to transcription and composition, ensuring disadvantaged pupils receive explicit teaching of vocabulary, spelling, and sentence structure. • EEF Handwriting & Spelling evidence: Explicit teaching of transcription skills supports fluency and frees cognitive load for composition. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 PP4B – Small group targeted writing interventions (spelling & handwriting) • EEF link: The <i>Small Group Tuition</i> strand in the Teaching and Learning Toolkit shows that targeted small group work has a positive impact, particularly for disadvantaged pupils. • EEF Literacy guidance: Recommends targeted interventions for pupils with gaps in spelling and handwriting. • Research link: Programmes like <i>Kinetic Letters</i> and <i>Magic Spell</i> align with EEF's emphasis on structured, evidence-informed interventions.

PP4C – Increase high-quality opportunities across the curriculum, supported by strong modelling, shared writing and visual scaffolds to help disadvantaged pupil NC (Subject Release)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 PP4C – Increase high-quality writing opportunities with modelling and scaffolds • EEF link: The KS2 Literacy guidance stresses the importance of modelling writing, shared writing, and scaffolding to support disadvantaged pupils in developing composition skills. • EEF Oral Language Interventions: Strong oral language development underpins writing, and repeated exposure to rich vocabulary supports composition. • Research link: Ofsted's <i>Education Inspection Framework</i> highlights the importance of high-quality modelling and scaffolding across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://www.gov.uk/government/publications/education-inspection-framework
PP5 - Attainment in Maths is below national expectations	
PP5A – Implement daily Maths lessons with a strong focus on small step teaching and concrete – pictorial - abstract ensuring disadvantaged pupils secure firm understanding of the Key Progress Indicators KT (Can Do Maths)	PP5A – Daily Maths lessons with small-step teaching and CPA (Concrete–Pictorial–Abstract) • The EEF's Improving Mathematics in Key Stages 2 and 3 guidance emphasises the importance of breaking learning into small steps, using manipulatives and representations to secure conceptual understanding before moving to abstract reasoning. • The CPA approach is strongly supported in research as a way to help disadvantaged pupils grasp mathematical concepts securely. • High-quality daily maths lessons with clear progression align with EEF's recommendation to prioritise conceptual understanding alongside procedural fluency https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-3 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery
PP5B – Targeted same day – keep up sessions for PP pupils to address misconceptions quickly KT (Maths On Track)	PP5B – Targeted same-day keep-up sessions to address misconceptions • The EEF's <i>Small Group Tuition</i> strand shows that targeted, immediate intervention has a positive impact, particularly for disadvantaged pupils. • Same-day keep-up sessions reflect EEF's recommendation that misconceptions should be addressed quickly to prevent them becoming embedded. • Research into <i>Responsive Teaching</i> and <i>Formative Assessment</i> (EEF Assessment & Feedback guidance) highlights that timely feedback and intervention are critical for pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback

Targeted academic support

Budgeted cost: £30,000

Activity	Evidence that supports this approach
PP6 - Children with combination of PP, SEND	
PP6A – Clear collaboration between class teachers, SENDCO and support staff to ensure high quality adaptive teaching	PP6A – Collaboration for adaptive teaching and consistent implementation of My Plans

and consistent implementation of My Plans CJ (Adaptive Teaching) PP6B – Provide tailored, evidence-based interventions aligned to individual SEND needs CJ (Interventions)	• EEF SEND guidance: Recommends that teachers, SENCOs, and support staff work collaboratively to deliver adaptive teaching, ensuring pupils with SEND access high-quality classroom instruction. • EEF Implementation guidance: Stresses the importance of consistency and fidelity when embedding approaches across staff teams. • DfE SEND Code of Practice: Requires schools to use structured planning cycles and collaborative approaches to meet individual needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 PP6B – Tailored, evidence-based interventions aligned to individual SEND needs • EEF Teaching and Learning Toolkit: Highlights that interventions such as small group tuition, one-to-one support, and oral language interventions can be highly effective when aligned to assessed needs. • EEF SEND guidance: Stresses that interventions must be carefully matched to individual needs and monitored for impact. • EEF Literacy and Numeracy guidance: Recommends targeted interventions for pupils with specific gaps in reading, writing, or maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks2-3
PP7 - Children with combination of PP, EAL	
PP7A - Deliver targeted language acquisition support, including daily vocabulary teaching, structured speaking and listening activities, and use visual scaffolds to strengthen comprehension and expressive language CJ/RD (Learning Village EAL support) PP7B – Provide small group or 1:1 EAL interventions focused on phonics, Early Reading and key curriculum language CJ/RD (EAL Support)	PP7A – Targeted language acquisition support (daily vocabulary, speaking/listening, visual scaffolds) • EEF Oral Language Interventions: Evidence shows that daily vocabulary teaching, structured oral activities, and visual scaffolds significantly improve language acquisition and comprehension for disadvantaged and EAL pupils. • EEF Literacy KS1 Guidance: Recommends explicit vocabulary instruction and oral language development as foundations for reading and writing. • Research link: The Learning Village EAL programme aligns with EEF’s emphasis on structured, scaffolded language support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 https://www.learningvillage.net PP7B – Small group or 1:1 EAL interventions (phonics, early reading, curriculum language) • EEF Phonics Toolkit: Systematic phonics teaching is highly effective for early reading, particularly for disadvantaged and EAL pupils. • EEF Small Group Tuition: Evidence shows small group and 1:1 interventions have a positive impact when focused on assessed needs. • EEF Literacy KS2 Guidance: Highlights the importance of targeted support for vocabulary, comprehension, and curriculum language to close attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,025

Activity	Evidence that supports this approach
PP8 - Higher suspensions and behaviours issues with disadvantaged children over non – disadvantaged	
PP8A – Embed the OPAL play approach to provide structured, positive play experiences that reduce behaviour incidents during unstructured times and support disadvantaged pupils in developing social skills and emotional regulation HT (OPAL) PP8B – Ensure consistent use of the school’s behaviour policy, with staff trained on proactive strategies such as restorative practice and positive reinforcement to reduce escalation for PP pupils HT/SC (Restorative Practice)	PP8A – Embed the OPAL play approach - The EEF’s Social and Emotional Learning strand shows that structured opportunities for play and collaboration improve pupils’ social skills, emotional regulation, and behaviour outcomes. - The EEF’s Improving Behaviour in Schools guidance highlights the importance of proactive strategies and structured environments to reduce behaviour incidents, particularly during unstructured times such as playtimes. - The OPAL (Outdoor Play and Learning) programme is widely recognised for transforming playtimes into structured, positive experiences that reduce incidents and support disadvantaged pupils in developing resilience and social skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://outdoorplayandlearning.org.uk PP8B – Consistent use of behaviour policy with restorative practice EEF and wider research connection: - The EEF’s <i>Improving Behaviour in Schools</i> guidance recommends consistent implementation of behaviour policies, with staff trained in proactive strategies such as positive reinforcement and restorative approaches. - The EEF’s <i>Metacognition and Self-Regulated Learning</i> guidance shows that helping pupils reflect on their behaviour and choices (as in restorative practice) supports self-regulation and long-term behaviour improvement. - Wider research into restorative practice (DfE and Ofsted) highlights its effectiveness in reducing exclusions, improving relationships, and supporting disadvantaged pupils by addressing the root causes of behaviour. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://www.gov.uk/government/publications/behaviour-in-schools
PP9 - Poor Attendance and persistent absence	
PP9A – Implement early, proactive attendance monitoring with rapid follow up for disadvantaged pupils, ensuring barriers are identified and addressed through school support SC/JSL (Attendance Lead)	PP9A – Early, proactive attendance monitoring with rapid follow-up - EEF link: Evidence shows that early identification of barriers and proactive monitoring are key to improving outcomes for disadvantaged pupils. - DfE link: Schools are expected to have systems for rapid follow-up of absence and support for families. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://www.gov.uk/government/publications/school-attendance PP9B – Strengthen relationships with families through communication and pastoral support

PP9B – Strengthen relationships with families through regular communication, attendance meetings and targeted pastoral support SC/BN (Pastoral Support) PP9C – Introducing incentives, recognition systems and positive routines that promote good attendance and punctuality SC/JSL (Treat days/ additional play)	• EEF link: The <i>Working with Parents</i> guidance recommends regular communication, meetings, and targeted support to build trust and improve attendance. • Research link: Strong pastoral systems reduce persistent absence and improve engagement for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents PP9C – Incentives, recognition systems, and positive routines • EEF link: The <i>Improving Behaviour in Schools</i> guidance highlights the importance of consistent routines, positive reinforcement, and recognition systems to encourage attendance and punctuality. • DfE link: Incentives and rewards are recognised as effective strategies when combined with clear expectations and consistent policy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://www.gov.uk/government/publications/school-attendance
PP10 - Low levels of parental engagement	
PP10A – Establish a pastoral lead link worker for disadvantaged pupils to provide check in's, build relationships and help parents navigate school systems and policies CJ/BN (Pastoral Support) PP10B – Run Curriculum – focused parent workshops such as phonics, early reading or maths methods – so parents understand how to reinforce school learning at home CJ/BN (Pastoral Support)	PP10A – Pastoral lead link worker for disadvantaged pupils • The EEF's <i>Working with Parents to Support Children's Learning</i> guidance highlights that building strong, trusting relationships with families helps schools identify barriers and improve outcomes for disadvantaged pupils. • The EEF's <i>Pupil Premium Guide</i> stresses that pastoral support and relationship-building are key strategies for improving attendance, engagement, and attainment for disadvantaged pupils. • Wider research (DfE) shows that link workers and pastoral leads are effective in helping families navigate school systems and policies, reducing barriers to engagement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/support-for-schools/pupil-premium https://www.gov.uk/government/publications/parental-involvement-in-children-s-education PP10B – Curriculum-focused parent workshops (phonics, early reading, maths) • The EEF's <i>Working with Parents</i> guidance recommends practical, curriculum-focused workshops that show parents how to support learning at home, rather than generic advice. • The EEF's <i>Improving Literacy in Key Stage 1</i> guidance highlights the importance of parental involvement in phonics and early reading, ensuring consistency between home and school. • The EEF's <i>Improving Mathematics in Key Stages 2 and 3</i> guidance stresses that parents benefit from understanding school methods, so they can reinforce learning at home without confusion. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1

Total budgeted cost: £106,050